

**THE USE OF PICTURE TO IMPROVE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT SEVENTH GRADE IN SMPTK DIASPORA
KABUPATEN SORONG**

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ABSTRACT

This study aimed to improve the English learning outcomes on the competence of descriptive text at seventh grade in SMPTK Diaspora Kabupaten Sorong. This study is classroom action research which, consisting of II cycles, that is cycle 1 is done for two meeting and cycle two is done for four meetings. Data retrieval is done through observation and students learning result test that is conducted at the end of each cycle. The subject of this research is seventh grade students at of academy year 2017/2018. In the cycle I there are eighteenth students have the highest score meanwhile there are five students have the lowers score. In the cycle II, there are nineteenth student have the highest score meanwhile there are four student have the lowers score, In the cycle I cycle and II there is increasing to the result of learning student.

Key words: *Picture, writing, descriptive text*

INTRODUCTION

Teaching English in junior high school is a continuation of teaching English elementary school which was learning the basis of English. It is also as the introduction and understanding of learning English. In the classroom, writing is more than a symbolic representation of text on paper. It is an experience and an emotion felt by the writer, who is trying to generate the same response for the readers'. It involved the research with all methodologies, not just production of text.

They must imagine their way into the minds of their readers to determine what must be done to cause the reader to understand or agree. In addition, meaningful writing grows from a writer's own pressing questions. It means that the students should have curiosity to discover before and as they write. When the students write, writing defines their memories, motives, dreams, and values.

Research and her friends in believe to headmaster and teachers in this school to teaching in the subject according to our majors after teaching process, because the research take English Education program so she must teach the lesson in the school. There are some problems, the research found out at seventh grade in SMP TK Diaspora Sorong. First, there are any fears when writer use English Language because when, the students want to write but they fear will be a laughed by their friends' when writing something incorrect and not in accordance with will by the teacher.

Second, students do not have an interest because the interesting will yield arise from an activity that has been in the know and we can know accordingly though learning, therefore the more learning the wider the field of interest. Situation in learning and interesting teaching should consider so students should be given a chance to study hard himself and free active. Participation during the learning process occurs, students should be given the freedom to seek their own information, contend and solve problems on their own. Third, complete lack of learning materials because the learning materials can affect the students learning. Students cannot learn best if the learning materials not liked by students do not get satisfaction from the learning. Fourth, students have not been able to make descriptive text because when the teachers told students to describe something, they have not been able to do it very well and correctly.

LITERATURE REVIEW

Previous Related Study

The first previous study was done by Muhammad Bagus Nawawi (2011) with the title "Improving to the students writing of descriptive text through Guided Questions of English department teachers training and education faculty Jakarta University". He stated the process of writing integrates visual, motor and conceptual abilities .therefore, the students must have extensive knowledge if they want to write something and the in learning descriptive text, students may have difficulties in learning it.

The second previous study was done by Gede Putu Prastihana (2014) with the title "An analysis of descriptive paragraph writing through animation picture". Objective of the Study in general, the study is intended to figure out the effectiveness of teaching descriptive paragraph by using animation pictures media to the eighth grade students of SMPN 3 Amlapura in academic year 2013/2014. When the students learning process they like used the picture.

The third previous study was done by Tri Oktavia Khaerani (2015) with the title " An analysis of the use of free writing technique in improving writing". When the free

writing technique succeeded encourage student's motivation, it will lead student to practice and familiar with English writing ability as often as possible. On the other hands, by cooperating with others to use free writing activity, students will feel more comfortable and confident in doing task of the writing such as solve the grammar and organization problems in English writing. Moreover, in group work, the students can interact with others and also share their knowledge to decide which idea can be written. At a later stage, this condition can gain the students' ability in those two aspects. As the result, it can be concluded that the free writing technique can improve English writing ability in the eighth grade students of SMP Muhammadiyah 2 Melati.

Some Pertinent Ideas

Writing

Writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas and speech sounds. Hyland (2004: 09) Writing is a way to share personal meanings. The people construct their own views on a particular topic. They will share their views on that certain topic to the other. A person views may be different from others". It depends on their belief. There for when constructing their views, the people have to make it understandable and acceptable.

Writing is the last output after students learn separated aspects continuously. Wallace (2004: 15) states that writing is the final product after they learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. It means that writing is complex skills. It covers many sub skills that they have to pass before producing a good piece of writing. Writing seems so complicated with its sub skills, but it is actually can be learn with in a very fun way. Writing is very important for them when they should take notes from their teachers, make a report, and finish assignments from their teachers.

It can be also an indicator to show that they have gained the information. Moreover, it is significant for them to master writing. If they do not master it, it will be difficult for them to share their ideas to their teacher or their friends in a written. Writing is actually a developmental process. Students try to express their views or ideas well with teachers" guidance. Teachers have to provide them with the chance to create their own meanings within a positive and cooperative environment. What they need is to practice more and more.

Writing deals with a language acquisition as students" experiences with words, sentences, and paragraphs to deliver their meanings effectively. They also reinforce grammar and vocabulary mastery they got in the class. Writing is also stated as a production of an original text based on their mind and linguistic resources. They use

their own vocabulary to write sentences or stories, to practice handwriting, and to fill in the blanks.

Picture

The aids that help in teaching and learning process that can be seen are called ‘visual aids or media’. According to Allen (1983) visual aids are a situation where the learners can see what is named by the word to be learned. Picture is one of the visual media of communication that can show people, places, things and events. Hill in Anto (2013) said that visual media have the advantages of being inexpensive; of being available in most situation; of being personal, that is they are selected by the teachers; and of bringing images into the unnatural world of the language classroom.

- They vary the pace of lesson.
- They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.
- They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher’s voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.
- They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.
- They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might pass unnoticed or be quickly forgotten.
- A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it difficult to learn just from a textbook or dictionary.

In addition, Wright (1997) states that picture sequence can highlight certain language features and it can illustrate a story or a process. Since the media used in a foreign language was not enough, the process of writing a recount text for beginning students may cause a problem. Picture is recommended for it has many benefits in the writing learning process. The first benefit of using picture is that it will make the students interested in writing English because picture is one of the visual teaching media (Smaldino 2005).

Another benefit is picture will stimulate the students to develop and use their imagination so that they will be able to write well. Then, it will also help students in expressing the ideas they have in mind become more readable. The last benefit is that picture will improve the students’ motivation in writing. Therefore, picture are one of alternative media that can give some contribution in improving the students’ skill in writing.

Purpose of Picture in Teaching Writing

Picture have been suggested as teaching aids in the classroom also used to help students understand various aspects of foreign language. There are some roles for picture in writing (Wright, 1997) Picture can motivate student and make him/her want to pay attention and to take part

- a. Picture contributes to the context in which the language is being used. They bring the world into the classroom
- b. Picture can be described in an objective way or interpreted or responded to subjectively
- c. Picture can stimulate and provide information to be referred to in conversation, discussion and storytelling.
- d. Picture may also be used to test the students' knowledge. But, before picture is applied in the classroom the teacher must consider some criteria of how they are used in teaching and learning process.

From the explanation above, it can be assumed that the role of picture series is really essential in teaching English. It can be said then, the role of using picture of quite appropriate in teaching writing.

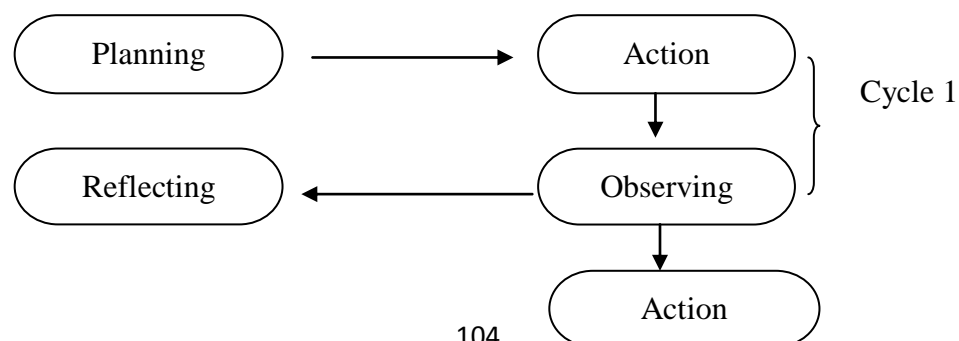
METHOD

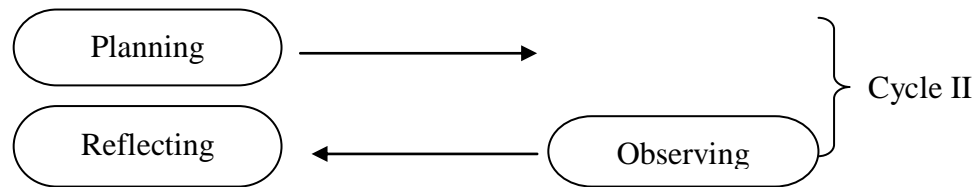
Research Design

The method that used in this research is classroom action research (CAR) Vaster (2002) states classroom action research can be done for those who wants to take action to improve students' learning. Classroom action research is a reflective process that helps teachers to explore and examine aspects of teaching and learning and also to take action and improve. Classroom action research includes qualitative method, although data collected may be quantitative (Putranti,2010).

The classroom action research procedure used in this research is Kurt Lewin's design. It consists in which each cycle contains four phases: planning, action, observing and reflecting.

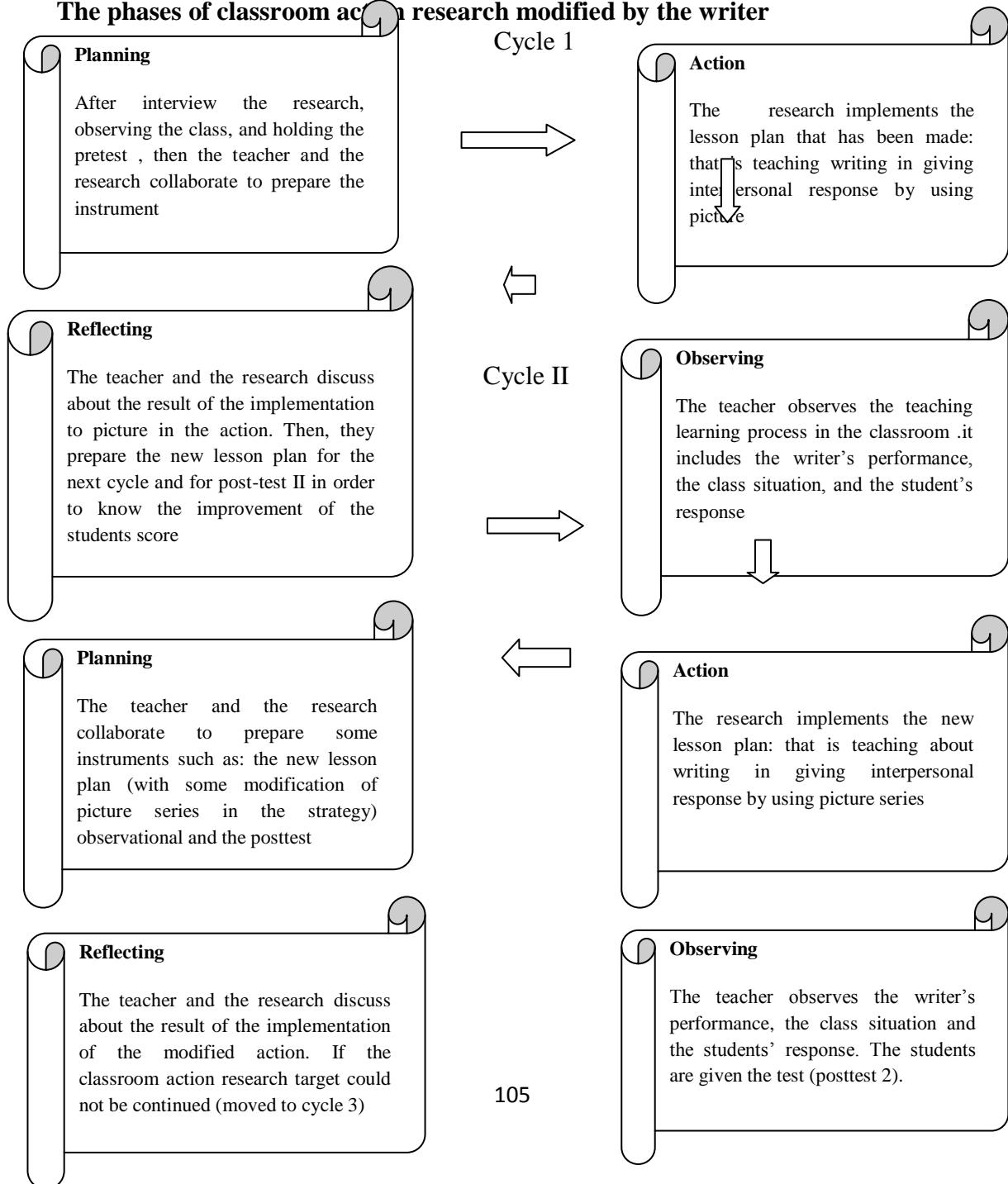
Kurt Lewin's Action Research Design





Based on the Kurt Lewin's action research design above, the writer would like to describe further concerning the implementation of Classroom Action Research (CAR) in the cycle one and cycle two as following.

The phases of classroom action research modified by the writer



Population

The research conducted in *Sekolah Menengah Pertamateologi Kristen (SMPTK) Diaspora Kabupaten Sorong*. The years 2016/2017 In this school the research will be observation and the time research was done from April until June which consisted of 23 students

Instrument

The research used the observation, the interview and test instrument. The technique data are:

1. Observation

Observation is a activities to the object in the class. This the method gives monitor and record a phenomena, the researcher uses the structure observation to know the learning process students and it may be about the teacher performance in classroom Action Research.

2. Interview (teacher)

Interview is dialogue done by the interview directly to the respondents. Before the implementing Classroom Action Research, the research is about students' difficulties in writing skill and the researcher also carried the interview after accomplishing Classroom Action Research to know the teacher's response toward the idea of the pictures method.

3. Test

Test plays an important role to the collect data. The test that used in this research is pre-test and post-test. The pre-test was done before implementing the pictures method and to know how writing skill students, competences before implementation of pictures. Besides, the post-test is used to see how far the students' competence after using picture method.

FINDINGS AND DISCUSSION

The researcher is action researcher aimed at improving the writing descriptive text of class VII. It started with discovering the problem in the filled. First the researcher did and observation, on the English teaching and learning process. Second, the researcher interview to the students and the English, to get more implementation the researcher came up with picture series to cope with the problem. After the action was done, the

date found were evaluated to know if the implementation of picture series was able to improve the students writing descriptive text in the reflection step.

This step was meant to obtain the field problem of the writing learning process. It consisted of two ways. First, it was done by interviewing the English teacher of grade to get some input about the weaknesses and suggestions related to the English teacher suggestions about which class she should take Then, the teacher came up with class VII with some reasons, the finding of the field problem was based on the observations, the result of the interviews and the result of the pre-test.

From the analysis showed that the ability of students with an average value on cycle 1 is 43%. Once in use seen that of 23 students class VII SMP TK Diaspora Kabupaten Sorong the subject of the study, there were 1 students (70,17%) being at a very low level of mastery, 3 students (13,04%) being at a very low level of mastery, 3 students (21,74%) being at a low level of mastery, 16 students (4,37%) on the level of good mastery. From the students' average score after being categorized, it is understood that the level of ability of the class VII SMP TK Diaspora Kaabupaten Sorong in writing descriptive text material through learning with picture series is in less category. After the categorization seen that of 23 students class VII at SMP TK Diaspora Kabupaten Sorong the subject of the study turned out to be 1 students (4,35%) categorized in very low level of mastery, it is the same category on cycle 1 then 3 students (13,04%) being in a less mastery level, it is the same in students compared on the same category in cycle 1, 10 students (47,83%) being on a moderate mastery level which means an increase of 6 students, after the researcher observed and carefully examined it was obtained a though among others:

1. Students who are in the category of less and very less due to the individuals' ability is very less especially in this material, shy to ask follow friends, teacher and residential environment is less supportive so that students are less regular learning time.
2. Students who are in good category and very good at because the students are very high learning spirit, residential and family environment is very supportive so that that learning time is very disciplined and regular.

From the average score of students after given the learning by using series from cycle 1 and cycle II seen that level of mastery of English students class VII SMP TK Diaspora Kabupaten Sorong increased. It can be seen that in cycle 1 that students mastery level is in less category, while in cycle II is in medium category, this shows that the increase of students English learning outcomes in cycle II, that is from the category of moderate, which is describe the following paragraph.

CONCLUSION

From the discussion that has described, it can be concluded that learning writing descriptive text the using picture can improve the result of learning English class at seventh grade in As for the advice that the researcher think it should be mentioned based on the discussion after doing this research, It is expected that English teacher can apply the learning process of writing descriptive text in their respective schools because in this research the benefits are very big. In applying learning writing descriptive text by using picture, it is hoped that the approach will be in accordance with the characteristic and mindset of each students.

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